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In the Educational Times for September 1 appears a translation of Vives's tractate on the Education of Boys, an interesting treatise of the period of Henry VIII, dated 1523. The education referred to is an education in literature; by this is meant an education in Latin and Greek literature. It is a short work but interesting enough to be reprinted as a whole, because it shows very clearly the reason for the cultured character of English public men. Certainly the end of this kind of education was to fill the mind with a store of rich materials which might never be exhausted and the system of routine enjoined was adapted entirely to that end.

I should like to quote what he says about the development of the memory and his wise remarks on the necessity of keeping a commonplace book, a necessity which my own experience has taught me the value of because I never did it. Reading a great work with pencil and note-book is apt in most cases to bring more lasting results than reading it without. "Never read any book", he says, "without selecting passages . . . never read anything with a loitering mind, or a mind intent on other things; let it be intently fixed on the reading". Directions as to taking notes, asking questions, developing a style in Latin are combined with suggestions as to what authors are most to be studied; in these he goes lightly over the whole range of Latin literature, not omitting a number of late and mediaeval authors. Inasmuch as, however, the student is expected to acquire a fluent knowledge of Latin, his directions for Latin conversation are interesting in view of the suggestions heard from many quarters that Latin should be used more in the class-room than has been the case hitherto.

Speak yourself as you hear the instructed speak, or as you read in Latin writers. Shun the words which you consider of doubtful value both in speech and writing, unless first you have got to know from your teacher that they are Latin. With those who speak Latin imperfectly, whose conversation may corrupt your own, rather speak English or any other language in which there is not the same danger. Converse gladly with those who are wise and fluent. No pleasure is greater than to hear those who, in their speech, have instantaneous balm (*praesentanea medicamenta*) for all the ailments of the mind.

. . . I give you my opinion on those authors
¹ Cf. Paulsen, *The German Universities and University Study*, translated by Thilly, 317-319.

who are to be esteemed especially from the point of view of increasing the richness of vocabulary, and for increasing knowledge of subject-matter. For daily conversation Terence is of great importance. Cicero made considerable use of him. Indeed, on account of the charm and gaiety of speech in his plays, many thought they were written by nobles of the highest families. Also the letters of Cicero, especially those to Atticus, teach much and may render ready practice for purposes of conversation. For in them the conversation is pure and simple, such as Cicero himself used with his wife, his children, his servants, his friends, at dinner, in the bath, on his couch, in the garden. There are, too, the familiar Colloquies written by Erasmus, which are as pleasant as they are useful. These are of no small importance, since Erasmus is a man of cultivated and refined intellect. The letters of the younger Pliny may supply many ideas (*sententiae*) of any kind of letter, which the writer of letters may need. They seem as if they had been composed almost so as to describe a few events, very much like Cicero. On the other hand, they differ from his treatment in the times concerned. The opinions expressed are often charming and afford material for enriching the expression in letter-writing.

Terence, the author that he especially recommends as a conversational model, is so easy that he is read in many classes in the Freshman year and could without much trouble be read in the High School if there were any good reason for it. It has often occurred to me to wonder why in classes studying Terence the effort is not more often made to reproduce in some degree the ancient atmosphere by either translation at dictation or reading aloud or reciting. The character of the style is such that Terence affords better material for translation at dictation than most narrative writers, the sentences being short as a rule and the periods not involved. In the customary translation at dictation the length of the sentences makes progress slow and involves continual repetition. This tends to obscure the progress of the story. Inexperienced students lose the beginning of the sentences before they reach the end, and the end when they attempt to retain the beginning, and this happens in despite of the most careful phrasing on the part of the teacher. Nor is it to be wondered at because most people would be hard put to it to repeat an English sentence of three or four lines after it had been read to them once. If, therefore, translation at dictation is good—and in my opinion it is very good—I know of no author better adapted to it than Terence; and if our secondary teachers

were not so rigidly bound by the strait-jacket of college entrance requirements I should like to see certain parts of Terence appear in the High School curriculum, used, however, for the purpose of translation at dictation.

G. L.

Latin Literature in Secondary Schools

Every teacher of Latin, whether in secondary school or in college, has felt the difficulty of crowding into the hour or the forty minutes allowed all the explanation and drill required to bring out the content of the day's lesson, and still more the impossibility of giving the average student any adequate idea of the language in a three- or even in a four-year course. The first-year student too often feels the learning of paradigms mere drudgery, and is not aroused to any high degree of enthusiasm at having to translate into Latin such inspiring sentiments as 'We shall present rewards to our soldiers', 'I had already given you the letter', 'Let us spare these children', 'I could easily have persuaded your brother', etc.

When he comes to read a classic author it is somewhat better, but not infrequently the end of his course finds him possessed of a vague impression that Latin is a language, now very dead, which once was used by three Romans—who ought to have known better—for the purpose of making High School textbooks. To him the Latin literature means two to four books of Caesar, four or five orations of Cicero and two to six books of Vergil—which is much the same as if one should say that English literature consists of a part of Grant's memoirs, an oration or two of Edmund Burke and a few books of *Paradise Lost*. Or, if he has approached Caesar through a course of 'easy Latin', he is faintly aware that there once was an author named Cornelius Nepos who had as many lives as a cat, all very dry and made merely to be read in school at the rate of twenty lines or so a day. Possibly he has had a taste of *Viri Romae*, but who wrote this fascinating compilation, and whether it was done before or after Caesar's time he does not care particularly to know. He may have heard mention of Ovid as another school exercise, but the clarity of his ideas on the whole subject is well illustrated by the recent inquiry of an entering freshman who wanted to know 'Who wrote Ovid?'

The secondary school has to keep in view at all times the needs of two classes of pupils—those who are preparing for college and the larger class for whom the high school commencement brings the end of formal culture study. These latter at least ought to be given a wider outlook. They ought to know that Vergil was not the only poet of ancient Rome, that there were other and greater historians than Caesar, and that the Catiline orations do not exhaust the range of Roman eloquence. They

should learn that the great periods of English literature have their counterparts in that of old Rome, and the essential features of each period should be as familiar to them as those of English literature. They should know what historical events led to the introduction of Greek ideas and forms, and what influences affected their development in Roman soil. They should not be left in ignorance of the part played in this development by the drama, nor of the two forms of literature which were truly Roman and comparatively independent of Greek models. In a word, the high school graduate should have some intelligent idea of the beginnings, content, forms and great names of the Roman literature.

This has a rather formidable sound, and it is easy to imagine some overburdened teacher as exclaiming, 'Is the man crazy? Does he expect us to cram in a course of Latin literature on top of the translation, composition and scansion we can't find time for now?' I'll try to explain how it can be done. Of course the first-year pupil cannot be expected to feel a lively interest in the literature at large, and even when reading Caesar his attention is so much engrossed with ablatives absolute and indirect discourse as to leave little time for anything else. By the time Cicero is reached the pupil ought to be able to see a little way beyond the daily drudgery of etymology and syntax, but during most of the year Cicero's own style will demand almost exclusive attention. In the fourth year of Latin study, however, when teacher and student are so fortunate as to enjoy a fourth year, we certainly may expect the latter to look about him and inquire what it is that has made these old books worth preserving.

At first, of course, the student finds his hands full in solving the mysteries of the poetic style. His reading of the verse itself, according to the methods used, will be a task and bugbear or a pleasant aid in appreciating the music of the poet's song. However this may be it is well to postpone anything resembling *formal* study of the literature till the student can translate Vergil with comparative ease and precision and scansion has lost its first terrors. Meantime the teacher can let fall an occasional hint by way of preparing the ground. In reading the *Aeneid* there often will rise occasion to refer to the pioneer Ennius, to whose *Annales* the later poet was so greatly indebted. The meeting of myths in Vergil will remind the teacher of the great Latin treasurehouse of mythology, and it may often prove profitable to read or have read to the class such a tale as that of Scylla or Daedalus or Orpheus, as told in Ovid's smooth and easy style. The very mention of Vergil, moreover, will remind one of his contemporary and friend, the lyric poet Horace, and this will naturally suggest some mention of the little group of which Maecenas was the patron. Something can be told in brief of the field occupied by each, and so,

without apparent effort on the student's part, he will gain some conception of the conditions under which literature was made in the early days of the Empire. One topic will lead to another, and a good deal can be taught in this informal way.

In the winter or the spring of the Vergil year it ought to be possible to gather up, correlate and unify the fragments of information thus communicated. In this, as in all dealing with young students, it is well to place in their hands a definite authority to which they may appeal for themselves. Of course it is neither feasible nor desirable to require the purchase and study of a large history of the literature. A mere manual is needed, and for this such an outline as Wilkins's *Primer* will serve. From it can be got the skeleton, leaving the flesh to be supplied by the teacher or by assigned reading. One of the daily recitation periods each week may be given up to the study, or better it may come twice a week in connection with the regular lesson somewhat shortened. The general outline of the literature's growth and decline, with the few dates which mark the limits of each, should be fixed in memory, and the outline filled in more or less in detail according to the teacher's judgment. As to the precise method—whether oral recitation or quiz, written examinations or notebook shall constitute the most prominent feature—the teacher again must decide from the particular circumstances.

It will not do to attempt too exhaustive a course. If made heavy it will lose interest for the class and so defeat its very purpose. The beginnings of formal literature at Rome can easily be connected with the history which the class has studied already, and the names before Plautus may be passed over with brief mention. Plautus and Terence, the only authors before Cicero of whom we have satisfactory remains, will demand fuller discussion. The story of a representative comedy, told with judgment and some enthusiasm, will add to the effectiveness of this part of the study. Teachers who have read the comedies in college will have no difficulty in this, and even those who have been less fortunate can use at a pinch some such sketch as that of the *Rudens* of Plautus in Wilkinson's *College Latin Course* in English.

Due tribute must be paid, of course, to the great pioneers, Andronicus, Naevius, Ennius and Lucilius, but our enthusiasm for them of necessity is rather artificial, being based almost wholly on the judgment of ancient critics who had access to their works in their entirety. The debt due such leaders must be acknowledged, but more stress may properly be laid upon the qualities of those authors whose works have survived and can now be examined.

Even in schools where a fourth or Vergil year is not given some literature study is possible. We commonly speak of a Ciceronian style as the model

to be aimed at in our prose composition, because that author left a very large body of writings in which language and style show a remarkable consistency. From the prominence given in our schools to his orations the student might easily infer that he was an orator and nothing else. One of the things to be done, therefore, is to correct this idea, and show that along with the comparatively small number of orations there have come down to us a considerable mass of critical and philosophical matter and, what is of vastly greater interest and value, something like eight hundred letters—not essays, like the so-called epistles of Horace and Seneca, but real correspondence in which the character of the man and his times is mirrored with inimitable fidelity and completeness. Fortunately the practice is growing of printing selections from these letters in the school editions of the orations, so that our students now may see at least one other phase of this many-sided man.

Besides the primer owned by each student there should be a few additional books in the school library. There are two which of themselves will make a very respectable working library for the start, each a complement of the other: (1) Middleton and Mills's *Students's Companion to Latin Authors*, giving in compact form the known facts regarding the life and works of each author and referring to original sources for these facts; and (2) Mackail's *Latin Literature*, a live and charming sketch of the whole subject and itself a literary gem. The latter can be read with interest for itself, the former will be used mainly for reference. Each will cost about a dollar and a half. Where the library funds will permit it may be well to have one or more of the larger histories of Roman literature, such as Browne, Cruttwell, Simcox or even the exhaustive reference work of Teuffel (in Warr's translation), besides any number of special works on individual authors, but the two small volumes named will meet all needs at first.

Cui bono? Everyone involved will be benefited. The detached sentences in the first-year book lack interest from want of thought-compelling connection; a single book of Vergil or Caesar or an oration of Cicero studied without reference to its connection or its place in literature becomes little more than a grammar exercise, and just in the same way an author studied alone fails to impress us with his reality. It is only when seen in relation to his times and contemporaries that he can be fully appreciated. The pupil therefore gains this necessary perspective; the teacher is compelled to broaden and deepen his own knowledge of the subject, and gains the additional inspiration of dealing with an interested class, and the college profits by the better and more intelligent preparation of its entering students. The knowledge obtained will enable the student himself to understand why he has had to study Caesar, Cicero and Vergil in preference to other authors that might

have been chosen, and he will be better able to answer for himself and for others that old and persistent question of the philistine, 'What's the use of studying Latin, anyhow?'

H. M. KINGERY.

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REVIEW

(Concluded from Page 39)

First Year Latin, preparatory to Caesar. By Charles E. Bennett. Boston: Allyn & Bacon (1909). Pp. x + 281.

There is, moreover, no division of the exercises which would enable the teacher to assign at first certain cases or one number of the first declension and busy the class with practical work upon that while the number and case ideas are sinking in. To assign in one lesson twelve forms to be memorized as to spelling, pronunciation, arrangement, and translation is necessarily to exclude the absorption of those abstract ideas. Even so, no practical work from the book can be done upon them until the vocabulary also is memorized. These same criticisms apply to the imparting of the person, tense, and voice ideas in the study of the verb; for though they be not foreign to English, a surprisingly large number of grammar-school graduates do not consciously possess them: they must be brought forward into consciousness, and they must be associated with the terminations which denote them in Latin.

One may justly complain that in this book the entire burden is put upon the teacher of making his pupils feel the essential differences between Latin and English.

Each of the following groups is brought within the compass of a single lesson: all types, masculine and neuter nouns, of the second declension; the fourth and fifth declensions; the nine pronominal adjectives (*alius*, etc.) and three-termination adjectives of the third declension; relative, interrogative, and indefinite pronouns; clauses of characteristic, result, and cause; substantive clauses with verbs of wishing, desiring, fearing, those of result, and indirect questions; conditional and concessive clauses. On the other hand an entire lesson is given to the verb *do* (among the irregular verbs), two lessons to the syntax of adjectives and personal and possessive pronouns (not including *se* and *suus*), two lessons to the subjunctive in independent clauses, and one to "substantive clauses developed from the volitive".

A few points remain to be noted: *cui* is pronounced the same as *qui* (p. 1); consonant-*i* is represented by the character *j*; names of rivers, winds, months, trees, towns, islands, and indeclinable nouns are said to have "grammatical gender by signification" (6); there is no recognition of vowels or syllables of common quantity; in the definition of the

oblique cases much prominence is given to the English objective—something which does not exist except in pronouns (6); the vocative is separately given throughout all declensions; 'in' is stated to be one of the meanings of the ablative (but 'to' is not given as a meaning of the accusative); there is no comprehensive table of terminations in any declension except the first, the result being that the essential differences between the several types of nouns are not pointed out; there is no attempt to use the vocabularies as object lessons in distinguishing the parts of speech (the first four lessons contain eleven verbs, against nineteen nouns); "adjectives denote quality" is the only definition of that part of speech; "the attributive adjective", it is said, "more commonly precedes the word which it limits" (17), yet the example at the top of the same page is *agricola bonus*; the term "consonant-stems" is used but is not defined (20); the student is not told how to find the stem or stems of any noun or verb; there is no paradigm of the *homo* or *corpus* types, but space is found for *mos* and *honor* (beside *victor*: 24); "unless 'with' is equivalent to 'by', it is regularly to be rendered by *cum*" is a misleading statement (22); no hint is given of the dative and ablative in *-ubus* in the fourth declension; it should be called to the attention of the College Entrance Examination Board that the plural of the fifth declension is dismissed with the statement, "With the exception of *dies* and *res*, most nouns of the fifth declension are not declined in the plural"; there is an absence of helps over the student's most common difficulties, such as the difference between *ager* and *puer*, terminations in the third declension, the use of *se*, *suus* and *ipse*, the distinction between substantive and adjective uses of the pronouns, the syntax of the relative (the latter is not even defined); there is not a word about personal endings or tense-signs; 'should' is given as the translation of the imperfect subjunctive, although it more commonly belongs to the present tense; the present stem of *amo* is said to be *am-*; the omission of *v* in the perfect stem of the fourth conjugation is not indicated in the paradigm, but only in the vocabularies; the number of semi-deponents is said to be "a few", and only *audeo* is mentioned, whereas many teachers require that the four be at once memorized (108); the opportunity is neglected to call attention to *revertor* as the opposite of a semi-deponent; "regularly" is used as a synonym for "always" (124, footnote); there is apparent confusion between real impersonal verbs and those which have a phrase or clause as subject (13). In the lessons on syntax the following rather important constructions are omitted: cognate and adverbial accusatives; genitives of material, measure (not distinguished from quality), indefinite value, with verbs of accusing, etc. (yet the impersonals *pudet*, *paenitet*, and *interest* are included); the dative

of reference and its subdivisions, separation, advantage and disadvantage; ablatives of source, standard, and attendant circumstance; *antequam* and *priusquam* clauses; future more vivid conditions (see below); jussive sentences in indirect discourse; the supine in *u*; beside those mentioned above. There is no restriction upon the single dative of purpose. Verbs of asking are said to take two accusatives (no exceptions are mentioned) and immediately *peto* is given in the vocabulary and the source construction occurs in the exercises. The use of a preposition with the ablative of cause is not mentioned. The attempt to classify all ablatives under the three original case meanings leads to some questionable statements: cause, manner, accompaniment, quality and specification are said to be "instrumental uses"; place from which is put under the locative uses, but a footnote adds that it does not belong there. *Carthagini* and *Athenis* are said to be ablatives; the locative case is restricted to the singular of the first and second declensions. There is no mention of *rus* among the rules for place. The familiar distinction between hortatory and jussive subjunctives is observed: by an inexplicable confusion *noli* + infinitive is given as the negative of the latter. The jussive is unrestricted in respect to person and tense. The definition of potential subjunctive is unsatisfactory: it "expresses the ideas conveyed by the English auxiliaries should and would". In the rule for sequence of tenses the "present perfect" is classified as "principal", i. e. primary (a sentence with the opposite sequence is found in an exercise on p. 186). In clauses of purpose *quo* (the ablative) is put on a par with *ut* and *ne*: there is no mention of the needed presence of a comparative. A clause of characteristic is defined as "a relative clause used to express some quality or characteristic of an indefinite or general antecedent": this definition would explain the change, noted above, of Caesar's *possent* to *poterant*. *Quod*, *quia*, and *quoniam* "take the indicative when the reason is that of the writer or speaker; the subjunctive when the reason is viewed as that of another": hereby *quod* + subjunctive giving a previous thought of the writer or speaker himself is excluded; on the other hand does *quoniam* ever take the subjunctive? In the vocabulary-definitions of these words *cum* is made an equivalent of *quod*, but not of *quoniam*. *Cum*-temporal with the indicative is said to "denote the point of time at which something occurs", and the illustration given is *cum mea domus ardebat*. An unfortunate omission is the neglect to tell that the word substantive is used with the same meaning in respect to clauses as the word noun in the earlier part of the book (the same omission is made in the lesson on syntax of adjectives). *Quin* is put on a par with *ne* and *quominus* after verbs of hindering under "substantive clauses developed from the voli-

te" (no mention is made of a difference between affirmative and negative sentences). Substantive clauses depending upon verbs signifying admonish, request, command, etc. are distinguished in kind and name from those depending upon *opto*, *volo* and *malo*. Future less vivid conditions are called "should . . . would" conditions; the future more vivid is entirely omitted¹. Nothing is said of Latin precision in regard to tenses of completed action. Indirect discourse is "when one's language or thought is made to depend upon a verb of saying, thinking, etc."—a definition unintelligible to one who has been taught to consider a direct quotation as the object or subject of such a verb. The statement that the "main clause" is changed to the infinitive with subject accusative is slightly inaccurate. The definitions everywhere are exceedingly brief, sometimes, as has been indicated, at the sacrifice either of clearness or of accuracy. Throughout the book repeatedly uncommon words are chosen for paradigms and unfamiliar words are used in illustrative sentences. The habit of giving one Latin word in several lesson vocabularies, each time with a new and apparently unrelated meaning, is not to be commended, because the student can not tell whether it is really a new word or not, because it involves all the difficulty of learning a new word without any increase in vocabulary, and because it fails to inculcate any feeling for the development of word-usage. In the entire book, even in the general vocabulary, there is not a word about the derivation and interrelation of words.

It may be premised that any study, to be accomplished with the maximum of economy and the maximum of permanence in its results, must be so arranged that every essential of it can be apprehended and correctly comprehended by the pupil in his own sanctum without the aid of a teacher. To those who will grant this premise the above will not seem to be cavilling. Furthermore, it can hardly be appreciated by theorizing, but only by sad experience, what a source of distress little inaccuracies, and even faults of omission, in a text-book are to an ambitious teacher.

Certain commendable features of this book should be noted: the division of questions into those that contain an essential interrogative word and those that may use a particle (the names "word-question" and "sentence-question" are unfortunate); the restriction of the lesson on numerals to a certain definite and important few; the recognition of long *i* in the perfect subjunctive (common quantity perhaps would be better); the distinction of two kinds of direct object, one of the person or thing affected, the other of the result produced; the condensation of conditions into one-half of one lesson; an entire

¹ Presumably it is to be included under "First Type.—Simple Conditions (Nothing implied as to Reality of the Supposed Case)". But no example is given.

lesson devoted to the tenses and meanings of the circumstantial participle; the practice of focusing attention upon the essential feature of a lesson by putting side by side in an exercise sentences that differ only in that essential feature.

The manufacture of the book is very nearly perfect. Only two misprints came to notice: *ferrendum*, p. 117, and *faolis*, p. 170. One word, *mereor*, occurs in the exercises, and is omitted from the general vocabulary. In a few places the lesson-heading or the type is misleading: e. g. V, XXVI (the imperative, infinitive, and participle are made to appear part of the subjunctive), LIX, LX, LXII. There is excessive and rather inconsistent use of capitalization in the definitions. Twenty-four woodcuts of Roman antiquities are scattered through the volume, none of them having any connection with adjacent vocabulary or text.

BARCLAY W. BRADLEY.

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CORRESPONDENCE

In THE CLASSICAL WEEKLY 3.5 Professor Charles Knapp says:

In a paper on the Teaching of Vergil in the High School Professor Johnston went so far as to hold that the pupil should never attempt to read the hexameter aloud, but that he should be required to indicate in writing the scansion of hundreds of verses.

I hope you will permit me to go so far as to say through THE CLASSICAL WEEKLY that the paper to which Professor Knapp refers contains no such doctrine as that ascribed to it by him, and that I have made no such sweeping statement elsewhere, in private or in public, in print or by word of mouth. The few persons interested in my notions of scanning as at present taught in the schools will find that the paper mentioned (which may be had without cost of Scott, Foresman and Co., Chicago) merely anticipated Professor Knapp in declaring that oral scanning by itself is of no value in the study of prosody.

H. W. JOHNSTON.

Bloomington, Indiana.

[I am afraid that I did injustice, unintentionally, to Professor Johnston by overemphasising his position. The following quotations give, I think, his views exactly:

You will not be surprised now if I say very plainly that I attach very little importance to the reading aloud in the class room of large portions of Vergil's verse. Leaving out of view the vexed question of how Latin verse is to be read aloud, I still think that much of the time devoted in some of our schools to oral scanning might be spent to better advantage on the analysis of the verse without pronouncing it at all.

I want to urge, therefore, that the pupil be required to write out verse by verse a full book of the Aeneid in the way I am about to describe. . . . After one full book has been scanned in this way, the teacher may introduce oral scanning at his dis-

cretion. . . . I do not mean that I would never read verse aloud to my pupils and have them read to me, but I would make the oral work subordinate to the other if I lacked time to do them both as I should like.

In the preface to his edition of the Phaeacian episode of the Odyssey Professor Merriam wrote: "We all strive after accuracy; it is a hard thing to attain". In the interests strictly of such accuracy, and in no spirit of contentiousness, I beg to point out in conclusion that these quotations from Professor Johnston's pamphlet, unless I have again unwittingly misrepresented him, did not justify him in writing as he does above: "the paper mentioned . . . merely anticipated Professor Knapp in declaring that oral scanning by itself is of no value in the study of prosody". Nor did I believe in writing my own paper that I was saying what Professor Johnston thinks I said. C. K.]

Mr. Forman, writing in your issue of October 9, has accused me of a very serious statutory crime, and, as if that were not enough, challenged me besides to produce a definition of slang. In all innocence I would fain plead 'not guilty' at once to his heinous accusation, and as regards the challenge decline with thanks, only referring him, if I may, for the definition he desires, to whatever dictionary may have succeeded in qualifying with him as authoritative.

But I imagine we need have no quarrel over what is slang and what is not. In the somewhat desultory article of mine, indeed, to which Mr. Forman refers, my intention was—and it was fairly set forth at the beginning—to bring together a number of cases of parallelism between the Classics and our own tongue, the majority of them slang, others merely colloquial expressions, some sufficiently pure of all taint of vulgarity to permit of their being used even by Mr. Forman, as he *has* used them in his communication. In my concluding paragraphs the subject with which the paper was mostly taken up was followed out and a few reasons given for thinking that a part of our modern slang may have had a more or less direct connection with that of antiquity. The title, Slang, Ancient and Modern, was chosen, without especial malice, to cover in brief form the main part of the contents. It is a pity that it has so bothered the gentleman from Cornell.

WILLIAM W. BAKER.

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The well-founded charge of the indefinite teaching of the Classics in our secondary schools has begun to receive the attention which it deserves. The average teacher, in his zeal for the broader aspects of his work, has introduced too many subsidiary subjects, important as such, but irrelevant

to the main issue at this stage of the pupil's progress. There seems to be unanimity as to the main object of classical study, to wit, power to *read easy Latin and Greek at sight*; but there has always been a noticeable reluctance on the part of the conscientious teacher to forego the pleasure of rambling through the alluring fields of collateral studies. The recent appearance of such manuals as Byrne's *The Syntax of High School Latin* and Lodge's *The Vocabulary of High School Latin* marks a decided advance toward the practical solution of this vexing problem.

Professor Lodge's work may be used effectively as a source book by the teacher who wishes to prepare his own working list for his classes in Caesar, Cicero and Vergil. The typographical make-up of the book, with the use of different sized type and the frequency of each word plainly noted, make this task comparatively easy. The writer has prepared such a list, grouped according to parts of speech and frequency of occurrence, which he dictates to his classes. Each student is provided with a large note book, conveniently ruled for the following data: the word and its principal parts (if a verb) or genitive singular (if a noun or adjective), meaning, derivative (if any). In as much as the first form of the word only is dictated, the student must consult his vocabulary or a large lexicon for the required information; and this, combined with the mechanical act of writing and tabulating his material, causes him to react sufficiently upon each word to retain a comparatively vivid impression of it. A periodic inspection of these note books in the making, followed by an occasional class quiz on the completed list of 500 words, serves to encourage thoroughness; while the student's increased facility in daily translation, and especially, his conscious power in reading at sight, convince him at once of the reasonableness of the requirement and results in his hearty cooperation.

NORMAN E. HENRY.

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The Classical Club of Muhlenberg College was organized last year. At the first meeting for the current year a great deal of interest was shown. The work for the year will consist of the study of Greek and Roman Private Life and the reading of several plays of Plautus. The Club expects some time to present a Greek or a Roman play.

In view of the peculiar relation of THE CLASSICAL WEEKLY to The New York Latin Club (the Latin Club owned The Latin Leaflet, out of which THE CLASSICAL WEEKLY was developed), we gladly give space to the following circular which has just been issued concerning the activities of The Latin Club for the current year.

The New York Latin Club, 1909-1910.

This is the decennial year of The New York Latin Club, and it should be a red-letter year in attendance as it certainly will be in its program. During the past nine years, the papers presented before the Club have been uniformly helpful, scholarly and interesting. From the outline given below, it will be seen that this high standard has been maintained for the coming year. Those who expect to attend, and all are urged to do so, should notify, as soon as possible, Mr. William F. Tibbetts, Erasmus Hall High School, Brooklyn.

The first luncheon will take place on Saturday, **November 20**, at the Marlborough Hotel, 36th Street and Broadway, New York City, at twelve o'clock noon. The address will be delivered by Professor Julius Sachs, of Columbia University, who will speak on *Improved Standards in Teaching Latin*. From his long experience in Secondary and College work Professor Sachs will be able to present this important question from both points of view, in such a way that it will be exceedingly valuable to all.

The second luncheon of the Club, January 8, will be addressed by Professor Paul Shorey, of The University of Chicago. Professor Shorey needs no introduction, for he is not only one of the leading Greek scholars of America, but is well known to all teachers of Latin from his masterly edition of Horace's Odes and Epodes. The Club is to be congratulated on securing him.

In addition to the luncheons, two very successful meetings were held last year, at which the teaching of Latin Composition was discussed. This year there will be one such meeting, March 5, at a place to be designated later. This meeting will be addressed by the President of the Latin Club, Professor Gonzalez Lodge, whose subject will be *The New Secondary Course in Latin*.

At the last luncheon, May 14, the speaker will be Professor Frank Frost Abbott, of Princeton University. Professor Abbott is the author of several standard works, among which may be mentioned *Roman Political Institutions*, and *Society and Politics in Ancient Rome*. His address is sure to be very clear, scholarly and helpful.

It should be the professional duty, as well as pleasure, of every teacher of the Classics, in and around Greater New York, to belong to the New York Latin Club and The Classical Association of the Atlantic States; for in union there is strength.

Persons desiring to secure membership in the New York Latin Club and to attend the three luncheons, may remit \$2.50 to Mr. Wm. F. Tibbetts, at Erasmus Hall High School, Brooklyn. \$4.00 will cover the luncheons and membership in both the Latin Club and the Classical Association of the Atlantic States (those who have already paid dues in the latter association need remit but \$2.00 now).

On December 28, 29, 30, the American Philological Association and the Archaeological Institute of America will meet together at Baltimore, Maryland. One part of the programme will surely be of interest to all students of the Classics, the address which Professor Gildersleeve, as President of the Philological Association, will deliver.

